Index □ Volume 37, 1989

ARTICLES *(by title)*

An analysis of intuitive and model-directed media-selection decisions, Norman Higgins and Ann Igoe, 37:4, 55–64.

Analytical and empirical comparisons of the *Journal of Instructional Development* and *Educational Communication and Technology Journal,* Walter Dick and W. David Dick, 37:1, 81–87.

Artificial intelligence knowledge acquisition techniques for instructional development, Wayne A. Nelson, 37:3, 81–94.

Continuing motivation, learner control, and CAI, Mable B. Kinzie and Howard J. Sullivan, 37:2, 5–14.

Current progress and future directions for research in instructional technology, Richard E. Clark, 37:1, 57–66.

The development of an illustration design model, Robert O. Rankin, 37:2, 25–46.

The development of self-regulation skills through the modeling and structuring of computer programming, Anne-Marie Armstrong, 37:2, 69–76.

Educational technology at the crossroads: New mindsets and new directions, Charles M. Reigeluth, 37:1, 67–80.

An educational technology curriculum for converging technologies, Brockenbrough S. Allen, Bernard J. Dodge, and Farhad Saba, 37:4, 47–54.

Effects of caption modification and instructor intervention on comprehension of a technical film, Melody Hertzog, Michael S. Stinson, and Robert Keiffer, 37:2, 59–67.

Effects of individual and cooperative computer-assisted instruction on student performance and attitudes, David W. Dalton, Michael J. Hannafin, and Simon Hooper, 37:2, 15–24.

Enhancing instructional design and technology academic programs: A summary of the Fifth Meeting of the Professors of Instructional Design and Technology, James D. Klein, 37:3, 103–106.

High-tech instructional development: It's the thought that counts, Eldon J. Ullmer, 37:3, 95–101.

Hypermedia and instruction, Craig Locatis, Gary Letourneau, and Richard Banvard, 37:4, 65–80.

In search of a happy medium in instructional technology research: Issues concerning external validity, media replications, and learner control, Steven M. Ross and Gary R. Morrison, 37:1, 19–33.

Instructional systems development in Third World countries, Robert M. Morgan, 37:1, 47–56.

Learner preferences for varying screen densities using realistic stimulus materials with single and multiple designs, Gary R. Morrison, Steven M. Ross, Charles W. Schultz, and Jacqueline K. O'Dell, 37:3, 53–60.

Learning from television and books: A Dutch replication study based on Salomon's model, Johannes W. J. Beentjes, 37:2, 47–58.

A multidisciplinary model for development of intelligent computer-assisted instruction, Okchoon Park and Robert J. Seidel, 37:3, 72–80.

Naturalistic inquiry and computer-based instruction: Rationale, procedures, and potential, Delia Neuman, 37:3, 39–51.

Overcoming resistance for formal instructional development processes, John F. Wedman, 37:4, 41–46.

Perspectives on educational technology research and development, Norman Higgins and Howard Sullivan with Maria Harper-Marinick and Cecilia López, 37:1, 7–18.

Psychological foundations of instructional design for emerging computer-based instructional technologies (parts I and II), Michael J. Hannafin and Lloyd P. Rieber, 37:2, 91–114.

The relationship between learner control of CAI and locus of control among Hispanic students, Cecilia L. López and Maria Harper, 37:4, 19–28.

Should instructional designers design expert systems? Boyd F. Richards, 37:3, 63–71.

Task motivation: Learner selection of instrinsic versus extrinsic orientations, Timothy J. Newby and Pamela A. Alter, 37:2, 77–89.

Technology, teachers, and the search for school reform, Stephen T. Kerr, 37:4, 5–17.

Theory and practice of teaching for transfer, Earl C. Butterfield and Gregory D. Nelson, 37:3, 5–38.

Toward a rationale and theoretical basis for educational technology, William Winn, 37:1, 35–46.

Uses and effects of learner control of context and instructional support in computer-based instruction, Steven M. Ross, Gary R. Morrison, and Jacqueline K. O'Dell, 37:4, 29–39.

ARTICLES *(by author)*

Allen, Brockenbrough S., Bernard J. Dodge, and Farhad Saba, An educational technology curriculum for converging technologies, 37:4, 47–54.

Alter, Pamela A. *See* Newby, Timothy J.

Armstrong, Anne-Marie, The development of self-regulation skills through the modeling and structuring of computer programming, 37:2, 69–76.

Banvard, Richard. *See* Locatis, Craig.

Beentjes, Johannes W. J., Learning from television and books: A Dutch replication study based on Salomon's model, 37:2, 47–58.

Butterfield, Earl C., and Gregory D. Nelson, Theory and practice of teaching for transfer, 37:3, 5–38.

Clark, Richard E., Current progress and future directions for research in instructional technology, 37:1, 57–66.

Dalton, David W., Michael J. Hannafin, and Simon Hooper, Effects of individual and cooperative computer-assisted instruction on student performance and attitudes, 37:2, 15–24.

Dick, Walter, and W. David Dick, Analytical and empirical comparisons of the *Journal of Instructional Development* and *Educational Communication and Technology Journal,* 37:1, 81–87.

Dick, W. David. *See* Dick, Walter.

Dodge, Bernard J. *See* Allen, Brockenbrough S.

Hannafin, Michael J. *See* Dalton, David W.

Hannafin, Michael J., and Lloyd P. Rieber, Psychological foundations of instructional design for emerging computer-based instructional technologies (parts I and II), 37:2, 91–114.

Harper, Maria. *See* López, Cecilia.

Harper-Marinick, Maria. *See* Higgins, Norman.

Hertzog, Melody, Michael S. Stinson, and Robert Keiffer, Effects of caption modification and instructor intervention on comprehension of a technical film, 37:2, 59–67.

Higgins, Norman, and Anne Igoe, 37:4, 55–64.

Higgins, Norman, and Howard Sullivan with Maria Harper-Marinick and Cecilia López, Perspectives on educational technology research and development, 37:1, 7–19.

Hooper, Simon. *See* Dalton, David W.

Igoe, Ann. *See* Higgins, Norman.

Keiffer, Robert. *See* Hertzog, Melody.

Kerr, Stephen, Technology, teachers, and the search for school reform, 37:4, 5–17.

Kinzie, Mable B., and Howard j. Sullivan, Continuing motivation, learner control, and CAI, 37:2, 5–14.

Klein, James D., Enhancing instructional design and technology academic programs: A summary of the Fifth Meeting of the Professors of Instructional Design and Technology, 37:3, 103–106.

Letourneau, Gary. *See* Locatis, Craig.

Locatis, Craig, Gary Letourneau, and Richard Banvard, Hypermedia and instruction, 37:4, 65–80.

López, Cecilia, and Maria Harper, The relationship between learner control of CAI and locus of control among Hispanic students, 37:4, 19–28.

López, Cecilia. *See* Higgins, Norman.

Morgan, Robert M., Instructional systems development in Third World countries, 37:1, 47–56.

Morrison, Gary R., Steven M. Ross, Charles W. Schultz, and Jacqueline K. O'Dell, Learner preferences for varying screen densities using realistic stimulus materials with single and multiple designs, 37:3, 53–60.

Morrison, Gary R. *See* Ross, Steven M.

Nelson, Gregory D. *See* Butterfield, Earl C.

Nelson, Wayne A., Artificial intelligence knowledge acquisition techniques for instructional development, 37:3, 81–94.

Neuman, Delia, Naturalistic inquiry and computer-based instruction: Rationale, procedures, and potential, 37:3, 39–51.

Newby, Timothy J., and Pamela A. Alter, Task motivation: Learner selection of instrinsic versus extrinsic orientations, 37:2, 77–89.

O'Dell, Jacqueline K. *See* Morrison, Gary R. *See* Ross, Steven M.

Park, Ok-choon, and Robert J. Seidel, A multidisciplinary model for development of intelligent computer-assisted instruction, 37:3, 72–80.

Reigeluth, Charles M., Educational technology at the crossroads: New mindsets and new directions, 37:1, 67–80.

Richards, Boyd F., Should instructional designers design expert systems? 37:3, 63–71.

Rieber, Lloyd P. *See* Hannafin, Michael J.

Ross, Steven M. *See* Morrison, Gary R.

Ross, Steven M., and Gary R. Morrison, In search of a happy medium in instructional technology research: Issues concerning external validity, media replications, and learner control, 37:1, 19–33.

Ross, Steven M., Gary R. Morrison, and Jacqueline K. O'Dell, Uses and effects of learner control of context and instructional support in computer-based instruction, 37:4, 29–39.

Saba, Farhad. *See* Allen, Brockenbrough S.

Schultz, Charles W. *See* Morrison, Gary R.

Seidel, Robert J. *See* Park, Ok-choon.

Stinson, Michael S. *See* Hertzog, Melody.

Sullivan, Howard. *See* Higgins, Norman, and Kinzie, Mable B.

Ullmer, Eldon J., High-tech instructional development: It's the thought that counts, 37:3, 95–101.

Wedman, John F., Overcoming resistance to formal instructional development processes, 37:4, 41–46.

Winn, William. Toward a rationale and theoretical basis for educational technology, 37:1, 35–46.

INTERNATIONAL REVIEWS

Artificial intelligence and videotex: Marriage by attraction or marriage of convenience? *abstracted by* Richard W. Lemp, 37:1, 96–97.

Education, communication, technology, by Leo P. K. Yam, *reviewed by* Clement Chow, 37:3, 114–115.

French and Soviet experiments in computer literacy: Parallels and contrasts, J. Nicholls Eastmond and Stephen T. Kerr, 37:4, 81–91.
Perestroika in the schools: Educational computing in the Soviet Union, David W. Dalton, 37:3, 116–120.
Pictorial capabilities of comprehensive school students, by J. Backman, T. Berg, and J. Sigurdson, *abstracted by* Rune Pettersson, 37:3, 113–114.
Telematics: A new tool for your classroom? *abstracted by* Richard W. Lemp, 37:1, 95–96.
Turkey's open education policy, Karen L. Murphy, 37:2, 122–125.
Video: Multifaceted tool or window on passivity?, by Mary Ruane, Sean Feerick, Helen Harnett, and Bertrand Calmy, *reviewed by* Jeff Mitchell, 37:1, 97–98.

BOOK REVIEWS *(by title)*

Audiovisual technology primer, Albert J. Casciero and Raymond G. Roney. *Reviewed by* Ellen D. Wagner, 37:1, 91–94.
CD-ROM: An annotated bibliography, Ahmed M. Elshami. *Reviewed by* James M. King, 37:3, 110–111.
Doctoral research in instructional design & technology: A directory of dissertations, 1977-1986, Edward P. Caffarella and Steven G. Sachs. *Reviewed by* Judith Clark Baca, 37:3, 108–110.
Human-computer interaction: A design guide, Mark K. Jones. *Reviewed by* Kent L. Gustafson, 37:2, 115–117.
Instructional design for computers, Joan K. Gallini and Margaret E. Gredler. *Reviewed by* Sam Hicken, 37:4, 78–80.
Instructional designs for microcomputer courseware, edited by D. H. Jonassen. *Reviewed by* Robin Taylor, 37:2, 117–121.
Instructional theories in action, edited by Charles M. Reigeluth. *Reviewed by* Steven G. Sachs, 37:1, 89–91.
Masters curricula in educational communications and technology: A descriptive directory, edited by Jenny K. Johnson. *Reviewed by* Roberts A. Braden, 37:3, 112.
Reviews of reference books: Correcting an obvious oversight, (editorial comment), Roberts A. Braden, 37:3, 107.
A working bibliography on the Keller Plan (P.S.I.), William H. Lowry and Mark S. Thornburg. *Reviewed by* Roberts A. Braden, 37:3, 111–112.

BOOK REVIEWS *(by author or editor)*

Braden, Roberts A., (editorial comment), Reviews of reference books: Correcting an obvious oversight, 37:3, 107.
Caffarella, Edward P., and Steven G. Sachs, Doctoral research in instructional design & technology: A directory of dissertations, 1977–1986. *Reviewed by* Judith Clark Baca, 37:3, 108–110.
Casciero, Albert J., and Raymond G. Roney, Audiovisual technology primer. *Reviewed by* Ellen D. Wagner, 37:1, 91–94.
Elshami, Ahmed M., CD-ROM: An annotated bibliography. *Reviewed by* James M. King, 37:3, 110–111.
Gallini, Joan, and Margaret E. Gredler, Instructional design for computers. *Reviewed by* Sam Hicken, 37:4, 78–80.
Gredler, Margaret E. *See* Gallini, Joan.
Johnson, Jenny K., (Ed.), Masters curricula in educational communications and technology: A descriptive directory. *Reviewed by* Roberts A. Braden, 37:3, 112.
Jonassen, D.H., (Ed.), Instructional designs for microcomputer courseware. *Reviewed by* Robin Taylor, 37:2, 117–121.
Jones, Mark K., Human-computer interaction: A design guide. *Reviewed by* Kent L. Gustafson, 37:2, 115–117.
Lowry, William H., and Mark S. Thornburg, A working bibliography on the Keller Plan (P.S.I.). *Reviewed by* Roberts A. Braden, 37:3, 111–112.
Reigeluth, Charles M. (Ed.), Instructional theories in action. *Reviewed by* Steven G. Sachs, 37:1, 89–91.
Roney, Raymond G. *See* Casciero, Albert J.
Sachs, Steven G. *See* Caffarella, Edward P.
Thornburg, Mark S. *See* Lowry, William H.

BOOK REVIEWERS

Baca, Judith Clark, 37:3, 108–110.
Braden, Roberts A., 37:3, 111–112; 37:3, 112.
Gustafson, Kent L., 37:2, 115–117.
Hicken, Sam, 37:4, 78–80.
King, James M., 37:3, 110–111.
Sachs, Steven G., 37:1, 89–91.
Taylor, Robin, 37:2, 117–121.
Wagner, Ellen D., 37:1, 91–94.

RESEARCH ABSTRACTS *(by title)*

Aptitude-treatment interaction research revisited, Marcy P. Driscoll, 37:1, 103
An authoring system using videodiscs, Gary R. Smith, 37:2, 127–128.
Causal model progressions as a foundation for intelligent learning environments, Barbara Y. White and John R. Frederiksen, 37:4, 95.
The cognitive effects of simulation-modeling software and systems thinking on learning and achievement, Ellen B. Mandinach, 37:3, 124.
Cognitive style and subliminal instruction, David M. Moore, 37:3, 125.

Cognitive style factors and learning from micro-computer based and programmed instructional materials: A preliminary analysis, James Canelos and others, 37:2, 126–127.
Comparison of learning style inventories (LSI), Urs Karrer, 37:3, 122–123.
A comparison of the effects of locus of control with feedback strategies on factual information recall and retention during computer assisted instruction, Sue Nishikawa, 37:3, 123.
Computer utilization training in staff development, Robert J. Rodgers and Robert P. Bonja, 37:1, 101.
Constructing mental representations of complex three-dimensional objects, Ronald Aust, 37:3, 124.
Designing an alternative teaching approach (feedback lecture) through the use of guided decision-making, Dean Osterman, 37:3, 126.
Design options for interactive videodisc: A review and analysis. Technical report no. 39, Cynthia A. Char and Denis Newman, 37:3, 123.
The effects of feedback, correctness of response, and response confidence on learner's retention in computer-assisted instruction, Kanitha Chanond, 37:4, 95.
The effects of organization of instruction on cognitive processing, Patricia L. Smith and John F. Wedman, 37:4, 93–94.
Electronic text display: An experiment on page turning and window effect, Andrew R.J. Yeaman, 37:1, 102.
General systems theory and instructional design, David F. Salisbury, 37:4, 94.
How past research on learner control can aid in the design of interactive video materials, William D. Milheim and Janet W. Azbell, 37:4, 97.
Instructional design for the improvement of learning and cognition, Robert D. Tennyson and Marian Rasch, 37:3, 122.
Instructional Development: The state of the art, Ronald K. Bass and D. Barry Lumsden (Eds.), 37:1, 100.
Instructional technology and proliferating world views. Symposium: Technological equity: Issues in ethics and theory, William D. Taylor and James D. Swartz, 37:2, 127.
Interactive television: The influence of user control and interactive structure, Diana Gagnon and others, 37:1, 99–100.
Meeting the challenge: Computers and higher order thinking. A research agenda. Program report 86-15. Report of a research conference held at the National Academy of Sciences, Washington, DC, Janice H. Patterson and Marshall S. Smith, 37:1, 103–104.
The open university: Development of activities in Europe, IET paper no. 268, A.W. Bates, 37:4, 95–96.
Power on! New tools for teaching and learning, Congress of the United States, 37:4, 97.
Proceedings of the National Videodisc Symposium for Education: A national agenda, Ward Sybouts and Dorothy Jo Stevens, (Eds.), 37:3, 125–126.
A project to measure the treatment effects of the use of interactive video on the teaching of the language experience approach to reading instruction. Research report, Paula Lawrence, 37:1, 101–102.
The role of practice in videodisc-based procedural instructions, Patricia Baggett, 37:3, 121.
Schema theory: A basis for domain integration design, Katsuaki Suzuki, 37:1, 102.
Screen density and text density: Getting more out of less with CBI, Gary R. Morrison and others, 37:4, 94.
Teaching critical thinking in the computer-assisted instructional environment, Edward S. Balian, 37:4, 96.
Teaching media choice and cost-effectiveness of alternative delivery systems, IET paper no. 264, A.W. Bates, 37:1, 100–101.
Television, learning and distance education. IET paper no. 262, A.W. Bates and Bletchley Walton, 37:2, 128.
The theoretical foundations of educational technology and future directions for the field, Bill Winn, 37:4, 96.
Toward a taxonomy of feedback: Content and scheduling, Patricia L. Smith, 37:3, 122.
Using video to enhance instruction, Brooke Quigley, 37:2, 128.
Visual image transmission. An examination of electronic delivery of visual images and text from the library to the academic community. Final report, Merrill W. Smith and others, 37:1, 103.

RESEARCH ABSTRACTS
(by author)

Aust, Ronald, Constructing mental representations of complex three-dimensional objects, 37:3, 124.
Azbell, Janet W. *See* Milheim, William D.
Baggett, Patricia, The role of practice in videodisc-based procedural instructions, 37:3, 121.
Balian, Edward S., Teaching critical thinking in the computer-assisted instructional environment, 37:4, 96.
Bass, Ronald K., and D. Barry Lumsden, Instructional development: The state of the art, 37:1, 100.
Bates, A.W., The open university: Development of activities in Europe, IET paper no. 268, 37:4, 95–96.
Bates, A.W., Television, learning and distance education. IET paper no. 262, 37:2, 128.
Bates, A.W., and Bletchley Walton, Teaching, media choice and cost-effectiveness of alternative delivery systems, IET paper no. 264, 37:1, 100–101.
Bonja, Robert P. *See* Rodgers, Robert J.
Canelos, James, and others, Cognitive style factors and learning from micro-computer based and programmed instructional materials: A preliminary analysis, 37:2, 126–127.
Chanond, Kanitha, The effects of feedback, correctness of response, and response confidence

on learner's retention in computer-assisted instruction, 37:4, 95.
Char, Cynthia A., and Denis Newman, Design options for interactive videodisc: A review and analysis. Technical report no. 39, 37:3, 123.
Congress of the United States, Power on! New tools for teaching and learning, 37:4, 97.
Driscoll, Marcy P., Aptitude-treatment interaction research revisited, 37:1, 103.
Frederiksen, John R. *See* White, Barbara Y.
Gagnon, Diana, and others, Interactive television: The influence of user control and interactive structure, 37:1, 99–100.
Karrer, Urs, Comparison of learning style inventories (LSI), 37:3, 122–123.
Lawrence, Paula, A project to measure the treatment effects of the use of interactive video on the teaching of the language experience approach to reading instruction. Research report, 37:1, 101–102.
Lumsden, D. Barry. *See* Bass, Ronald K.
Mandinach, Ellen B., The cognitive effects of simulation-modeling software and systems thinking on learning and achievement, 37:3, 124.
Milheim, William D., and Janet W. Azbell, How past research on learner control can aid in the design of interactive video materials, 37:4, 97.
Moore, David M., Cognitive style and subliminal instruction, 37:3, 125.
Morrison, Gary R., and others, Screen density and text density: Getting more out of less with CBI, 37:4, 94.
Newman, Denis. *See* Char, Cynthia A.
Nishikawa, Sue, A comparison of the effects of locus of control with feedback strategies on factual information recall and retention during computer assisted instruction, 37:3, 123.
Osterman, Dean, Designing an alternative teaching approach (feedback lecture) through the use of guided decision-making, 37:3, 126.
Patterson, Janice H., and Marshall S. Smith, Meeting the challenge: Computers and higher order thinking. A research agenda. Program report 86-15. Report of a research conference held at the National Academy of Sciences, Washington, DC, 37:1, 103–104.
Quigley, Brooke, Using video to enhance instruction, 37:2, 128.
Rasch, Marian. *See* Tennyson, Robert D.
Rodgers, Robert J., and Robert P. Bonja, Computer utilization training in staff development, 37:1,
Salisbury, David F., General systems theory and instructional design, 37:4, 94.
Smith, Gary R., An authoring system using videodiscs, 37:2, 127–128.
Smith, Marshall S. *See* Patterson, Janice H.
Smith, Merrill W., and others, Visual image transmission. An examination of electronic delivery of visual images and text from the library to the academic community. Final report, 37:1, 103.
Smith, Patricia L., and John F. Wedman, The effects of organization of instruction on cognitive processing, 37:4, 93–94.
Smith, Patricia L., Toward a taxonomy of feedback: Content and scheduling, 37:3, 122.
Stevens, Dorothy Jo. *See* Sybouts, Ward.
Suzuki, Katsuaki, Schema theory: A basis for domain integration design, 37:1, 102.
Swartz, James D. *See* Taylor, William D.
Sybouts, Ward, and Dorothy Jo Stevens, (Eds.), Proceedings of the National Videodisc Symposium for Education: A national agenda, 37:3, 125–126.
Taylor, William D., and James D. Swartz, Instructional technology and proliferating world views. Symposium: Technological equity: Issues in ethics and theory, 37:2, 127.
Tennyson, Robert D., and Marian Rasch, Instructional design for the improvement of learning and cognition, 37:3, 122.
Walton, Bletchley. *See* Bates, A.W.
Wedman, John F. *See* Smith, Patricia L.
White, Barbara Y., and John R. Frederiksen, Causal model progressions as a foundation for intelligent learning environments, 37:4, 95.
Winn, Bill, The theoretical foundations of educational technology and future directions for the field, 37:4, 96.
Yeaman, Andrew R.J., Electronic text display: An experiment on page turning and window effect, 37:1, 102.